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AUTHOR	Popwell, Emma P.; Amuleru-Marshall, Nancy; Canada, Benjamin O.
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ABSTRACT

In early 1996, the Atlanta school board approved a plan to reconstitute Walden Middle School, opening it to students across the city and substantially changing the composition of the faculty. This report for 1996-97 recounts the first year of the reform effort, during which all positions were declared vacant and a new staff and faculty were assembled. The middle-school curriculum was redesigned and teacher qualifications were raised to obtain authorization for implementation of the International Baccalaureate Middle Years Program. The program will be implemented as a single, continuous curriculum for grades 6-10, and formal teacher training will begin in 1997-98. The report describes student and teacher characteristics, professional-preparation activities, the development of partnerships, parent and community involvement, and the Computer Curriculum Corporation (CCC) Pilot Project. Controversial issues included the criteria and process for selecting a particular school for reconstitution, and the scope and span of local decision making. Other issues included the need for planning time, the criteria and recruitment procedures for faculty hiring, the expectation to achieve at the 90th percentile, the communication of restructuring goals to the community, and accommodations for students from outside of the school community. Seven tables are included. Appendices contain the Atlanta school board recommendation to reconstitute Walden Middle School, information on the CCC pilot project, responses to the 1997 parent and student satisfaction surveys, and teacher and student opinions about the CCC project. (LMI)

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WALDEN INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME

1996-97

-THE FIRST YEAR OF CONSIDERATION ON THE INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME AND SCHOOL REFORM-

Atlanta Public Schools
Department of Research and Evaluation
222 Pryor Street, S.W.
Atlanta, Georgia 30335

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1996-97

-THE FIRST YEAR OF CONSIDERATION ON THE INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME AND SCHOOL REFORM-

Prepared by:

Emma P. Popwell, Ph.D.
Department of Research and Evaluation

Nancy Amuleru-Marshall, Ph.D.
Director of Research Services
Department of Research and Evaluation

Benjamin O. Canada, Ph.D.
Superintendent

Atlanta Public Schools

July 1997

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Atlanta Public Schools
Walden International Baccalaureate Middle Years Programme, 1996-97

Executive Summary

The 1996-97 report on the Walden International Baccalaureate Middle Years Programme recounted the first year of the reform effort to "reconstitute" the school. Walden Middle School received new administrators, faculty and staff, a new curriculum focus and new technological supports for instruction, administration and communication.

Twenty-six years after Walden Middle School was dedicated in honor of Fort Valley, GA. native and Atlanta Attorney and Judge Austin Thomas Walden, it became the first of the system's middle schools with the goal of attaining authorization for the International Baccalaureate Middle Years Programme. The school board gave approval on January 8, 1996 to reconstitute Walden Middle School as a school open to students across the city of Atlanta, with the implementation of the Pre-International Baccalaureate Program, and to change substantially the composition of the faculty. The goal stated that students educated at Walden would be prepared to function successfully in the highly competitive technological and global economy of the 21st century. The International Baccalaureate Middle Years Programme for students between the ages of 11 and 16 is designed for implementation as a single, continuous curriculum for grades 6 through 10. Walden is scheduled to begin formal teacher training in 1997-98.

A Principal was chosen in keeping with prescribed experience and skills weighted in change and reform efforts, curriculum development, languages and technology. Teachers and instructional support staff were sought who had proficiency in an interdisciplinary program of study, curriculum development, technology, and languages and cultures; and who were committed and willing to work toward the achievement goal with urban children. The vast majority of the teachers were new to the school system (63%), new to Walden School (85%), were African American (80%), female (69%), in their first teaching assignment (54%), and held a Bachelor's degree (73%).

The active enrollment of 348 students consisted of slightly more girls (53%) and was predominantly African American (99%). Student attendance increased from 90 to 92 percent. Achievement on the Iowa Tests of Basic Skills (ITBS) showed that sixth grade students achieved as well or better than 38 percent of the students in the norm group in reading comprehension and 34 percent in total mathematics. Seventh grade students achieved as well or better than 29 percent of the students in the norm group for reading comprehension and 38 percent for total mathematics. Eighth grade students earned national percentile scores that were equal to or better than 22 percent of the students in the norm group for reading comprehension and 29 percent for total mathematics.

Four new partnerships were formed with NationsBank, AT&T Commercial Markets, U.S. Naval Submarine, USS Atlanta and the David T. Howard Alumni Association. Seventy or more parents and community volunteers provided 102 service contacts to the school. The majority of the students and parents responding to the system's annual surveys agreed that rules for discipline were enforced fairly, the school was a safe place to learn, the school was well-kept, staff treated each other with respect, students were learning what they expected in the subjects, the principal was doing a good job, and gave the school an overall rating of "A" or "B." Students were concerned about their lack of a voice in decisions (e.g., the wearing of school uniforms), and both parents and students were concerned about the lack of respect between students.

The Computer Curriculum Corporation (CCC) Pilot Project was initiated on November 5, 1996 to support the new instructional emphasis of the "reconstituted" school. Twelve classrooms used in-class labs in which 336 sixth, seventh and eighth grade students worked in CCC reading and mathematics courseware for twenty minutes per day. Outcomes for the implementation period of February 10, 1997 through June 13, 1997 showed a course usage rate upward of five hours for most students, the majority of the students completed the initial diagnostic exercises (IPM) and received placement in the courses, and students averaged one-fourth year of reading and mathematics achievement gains in the CCC courses. Teachers and students were generally positive about the instructional value of the program, but teachers highly recommended that the CCC program operate in a lab with 30 computers. Computers in the classroom and in a lab setting would provide the flexibility needed for instruction and for tailoring the students' utilization of technology to meet their instructional needs.

Issues relating to the reform effort at Walden School ranged from discussions on the criteria and process of selecting a particular school for "reconstitution," to the scope and span of local decision making. Specific issues included the need for planning time, criteria and recruitment "to change substantially the composition of the faculty," achievement expectation at the 90th percentile, communication of the restructuring goals to the community and general public, and accommodations for students from outside of the school community.

The *1996-97 School Report* for Walden Middle School provides a comprehensive analysis of key demographics and achievement factors. Copies of the *1996-97 School Reports* may be obtained from Atlanta Public Schools, Department of Research and Evaluation.

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ATLANTA PUBLIC SCHOOLS
WALDEN INTERNATIONAL BACCALAUREATE
MIDDLE YEARS PROGRAMME, 1996-97

THE CONTEXT

Walden Middle School was "reconstituted" in 1996-97 as an approach to school reform.

Education reform has assumed many approaches throughout the country from various re-organizational designs, new curriculum frameworks and standards to the magnet and charter concepts, tax credits and vouchers for school choice. School systems have tended to either transform what already existed or re-create the school. Atlanta's 1996-97 education reform plan for an elementary and middle school was "reconstitution," a method used most noticeably in San Francisco and practiced also in school systems such as Chicago, Denver, Philadelphia, and Prince George County, Maryland. The impetus for restructuring included factors associated with "chronic low-performing, troubled" schools characterized by low student achievement and acute disciplinary problems. A key element in "reconstitution" was re-staffing the school. Walden Middle School was described as ". . .plagued by low attendance, low achievement, parent and staff apathy, chronic discipline problems, and inadequate facilities and resources." Data on the school reform movement show that while a strategy might work in one situation, it may produce less promising results in another. [1,2]

IMPLEMENTATION

The school's name reflected the new curriculum focus. An instructional leader was appointed. The rigorous curriculum design influenced the conditions for teaching and learning.

The literal meaning of "reconstitution" as reorganization and reestablishment was applied to the school system's reform effort at Walden Middle School (See Appendix A):

- School Board approval was granted on January 8, 1996.
- The school's name was modified to reflect the International Baccalaureate Organization (IBO) curriculum focus.
- A new Principal was appointed in accordance with prescribed experience and skills weighted in change and reform efforts, curriculum development, languages and technology.

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- Special requirements for new teachers and instructional support staff delineated commitments and willingness to work toward the achievement goal with urban children, become professionally trained, acquire technological and teaching skills, and work and make decisions collaboratively. The areas of proficiency included interdisciplinary program of study, curriculum development, technology, and languages and cultures.

- An application process was designed to attract students from across the city of Atlanta, especially sixth graders that constitute the entry grade for middle school.

- Walden School embarked on the first year of a multi-stage process leading to authorization in the Middle Years Programme. The Middle Years Programme for students ages 11 to 16 is a continuous curriculum from grades 6 through 10, requiring a five-year timetable of successful implementation following the application process.

- New partnerships in education were fostered with community businesses and groups; namely, NationsBank, AT&T Commercial Markets, U.S. Naval Submarine USS Atlanta, and David T. Howard Alumni Association.

- Planned activities stimulated parent and community involvement, attracting individuals and groups to the school for visits and volunteer services.

- The Computer Curriculum Corporation (CCC) Pilot Project was initiated on November 5, 1996 to support the new instructional emphasis of the "reconstituted" school (See Appendix B).

- The rigorous IB curriculum design influenced the conditions for teaching and learning, and school climate and other aspects of school operations were measured on the Student and Parent surveys (See Appendixes C and D).

Implementation is further explained in the presentation of outcomes.

OUTCOMES

Actions were taken on the recommendations for "reconstitution" of the school. Changes occurred in the curriculum, technology, and student, staff and school factors.

Outcome #1: Recommendations for "Reconstitution" of the School [2,3]

Recommendation	Action Taken
#1. "...to reconstitute Walden Middle School as a school open to students across the City of Atlanta with the implementation of the Pre-International Baccalaureate Program. . ." "...These schools . . .have student bodies in which 98 percent of the students enrolled in each school live in the specified attendance zone with 2% being placed through an application process..."	Walden Middle School assumed the name, *The Walden International Baccalaureate Middle Years Programme,* as it began the consideration phrase of the new curriculum Approximately 73 percent of 348 actively enrolled students lived in the specified attendance zone, with 93 students (27 %) coming from other communities. Thirty of the new sixth graders enrolled through the application process.
#2. "...to change substantially the composition of the faculty of Walden Middle School..." "...schools were declared vacant by the Superintendent allowing no more than 35% of the existing faculty and staff to be selected to remain at the school..."	"All positions were advertised as vacant and interviews were held to fill same." Twenty-two of 26 teachers (85%) were assigned to the school for the first time in 1996-97. The majority (14, 54%) was new teachers basically holding a bachelor's degree and embarking on their first-year teaching assignment. The remainder of the group transferred from other schools in the school system and possessed, on average, the highest education level and years of experience. Gender and ethnicity of teachers showed 31 percent male, 69 percent female; and 81 percent African American and 19 percent white.
#3. "...create a school environment that will challenge teachers, administrators, parents and students to rethink goals, curricula, standards, and methods by which students will be taught and evaluated..."	Walden's IB curriculum focus connotes exemplary education. It requires an interdisciplinary approach to teaching and learning, international perspective, intercultural awareness, global

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	understanding and communication; and evaluation through the teacher's internal assessment and the student's personal project.
#4. "...and to establish school norms that focus upon high standards for students and adults alike..."	Standards and expectations were set for school uniforms in which 90 to 98 percent of staff and students participated daily. The distinctive color for each grade enhanced organization and management. Students recommended on the 1997 Student Survey that specified days of the week are designated for uniforms and for regular dress, since other middle school students in the school system are not required to wear uniforms. Weekly plans and expectations for school operations were set forth in *The Walden Week*. The majority of students and parents surveyed indicated that rules for discipline were enforced fairly, school was a safe place to learn, school was well-kept, staff treated each other with respect, students were learning in the subjects, the principal was doing a good job and gave the school an overall rating of "A" or "B". Concern was about respect between students.
#5. "...to ensure that each school will achieve at least the 90th percentile on any national assessment . . .within a time frame to be specified..."	The national percentile ranks achieved by Walden's students on the Iowa Tests of Basic Skills (ITBS), a national assessment, were far below the 90th percentile established in the school system's Strategic Plan. Scores did increase in grades 6 and 7 toward the national norm achievement benchmark of the 50th percentile. The reading comprehension and total mathematics percentile ranks (on a scale of 1 to 99) were 38 and 34 for grade 6, 29 and 38 for grade 7, and 22 and 29 for grade 8, respectively. (See Walden's *1996-97 School Report* for additional achievement data).

Outcome #2: General Descriptive Characteristics of the Students

Descriptor	End –Of-Year-Status for 1997 Compared with 1996		
Student Factors	Increased	Decreased	Other 1996-97 Baseline Data
Active Enrollment		From 359 to 348	
Percent by Gender			Male 53% Female 47%
Percent by Ethnic Group			African Americans 99% White 1%
Grade 6 Enrollment	From 120 to 132		
Grade 7 Enrollment		From 115 to 104	
Grade 8 Enrollment		From 114 to 95	
Number/ Percent Out of Attendance Zone			93 of 348 (27 %)
Percent Student Attendance	From 89.7 % to 92.4%		
Percent in Challenge Program for Gifted and Talented	From 3 % to 7 %		
Percent in Title I Program			School Wide Title I Program Model
Number of Incidences for In-School Suspension (Duplicated count)			135
Number Referred to Alternative School Placement			3
Percent That Wore School Uniforms			90 to 98 %

Outcome #3: General Descriptive Characteristics of the Teachers

Longitudinally from 1995 through 1997, the number of teachers increased from 30.8 to 31.1, and attendance of certified staff increased from 96 to 99 percent, a rate higher than the average for middle school teachers systemwide. Other factors for the teaching staff in 1997 were as follows:

Descriptor	Number and Percent of Teachers for 1996-97 (N=26)	
New to Atlanta School System	16	62 %
New to Walden Middle School	**22**	**85 %**
Former Walden Teachers	**4**	**15 %**
Turnover (Left before end of Year)	2	8 %
Gender		
Male	8	31 %
Female	18	69 %
Ethnic Group		
African American	21	80 %
White	5	20 %
Years of Teaching Experience		
1 Year	14	54 %
2 to 3 Years	4	15 %
4 to 10 Years	3	12 %
11 to 19 Years	2	7 %
20 or More Years	3	12 %
Type of Degree		
Bachelor's	19	73 %
Master's	7	27 %

Outcome #4: Professional Preparation

School-based inservice teacher training workshops were conducted for the International Baccalaureate Middle Years Programme and also for:

- ✓ Instructional technology
- ✓ Computer Curriculum Corporation (CCC) Pilot Project
- ✓ Interpretation and integration in the content areas
- ✓ Effective use of curriculum guides
- ✓ Instructional management such as interdisciplinary lesson planning, attendance cards
- ✓ Service learning
- ✓ Science and social science projects
- ✓ Student services such as Student Support Team (SST)
- ✓ Multi-criteria identification for the Challenge Program for Gifted and Talented students
- ✓ Identification and reporting child abuse
- ✓ Families First agency services
- ✓ Organizational policy issues such as sexual harassment

Specifically, site-based professional development occurred as follows:

Number of Sessions	33
Number of Walden Staff as Presenters	15
Number of Non-Walden Staff as Presenters	18
Range in Size of Sessions	From 3 content area teachers to total faculty of 29

Outcome #5: Partnerships

The partnership initiative linked the services of businesses and groups to the International Baccalaureate curriculum for enhancing skills in the eight compulsory subject areas and the five areas of interaction. The subject areas are English and foreign language, mathematics, science, humanities, arts, physical education and technology. The five areas of interaction are approaches to learning, community service, health and social education, environment, and Homo Faber. Businesses and groups assisted as follows.[4]

Partners in Education and
Areas of Enhancement

NationsBank In-School Banking Program	→ Mathematics, Languages A & B (English and Foreign Language), Technology, Career Awareness, Values Education and Communication
AT&T Commercial Markets Mentoring Program	→ Academic achievement and self-esteem activities for selected 6th and 7th grade students
U.S. Naval Submarine USS Atlanta	→ Mathematics, Science, Language A, Geography, Career Exploration, Community Service and Technology
David T. Howard Alumni Association	→ Supported the purchase of school uniforms for selected students

Outcome #6: Parent and Community Involvement

Volunteerism afforded parents and community groups the opportunity to influence the education of the students. In addition to the three full-time employed Parent Liaisons, parent volunteers reported regularly, parents served on school committees, the executive board held monthly PTSA meetings, and regular mentors came from Morehouse College, AT&T and Mays Scholars.

Central office sign-in logs showed the following:

Group	Number of Persons	Number of Sign-In Days
Parents	53	40
Other Volunteers	3	27
Mentors	21	35

Outcome #7: International Baccalaureate Middle Years Programme [5]

The prestigious International Baccalaureate Middle Years Programme (IBMYP) for students between the ages of 11 and 16 is a single, continuous curriculum from grades 6 through 10. The program may be implemented for all students one grade at a time or with all grades simultaneously, which is the model for Walden. Students are to complete grades 6 through 8 in the middle school and grades 9 and 10 in one or more designated high schools. An International Baccalaureate Diploma Program currently operates in the school system's North Atlanta High School.

Teacher training will be a crucial element for implementation in the middle grades as well as conjoint planning, training and curriculum integration with ninth and tenth grade teachers in the receiving high school(s). Teachers will be expected to integrate the following five areas of interaction into the eight compulsory subject areas.

Subject Areas	Areas of Interaction
Language A (English)	Approaches to Learning (study skills)
Language B (Foreign Language)	Community Service (home, school, city)
Technology	Health and Social Education
Humanities (History, Geography)	The Environment (conservation,ecology)
Physical Education	Homo Faber (study of human being's creativity)
Science (General, Life, Biology, Chemistry)	
The Arts (Art, Music, Drama)	
Mathematics (Basic, Pre-Algebra, Algebra, Geometry)	

Once teachers are formally trained, the International Baccalaureate curriculum will be implemented at Walden for one full school year. The application will be submitted to the International Baccalaureate Organization and school evaluation site visits will be conducted, leading to authorization for the five-year course of study in the Middle Years Programme.

Walden's First Year of Planning and Consideration

Walden's involvement in the IB Middle Years Programme in 1996-97 established the following:

1) A course schedule enabled students to attend 50-minute classes daily in the eight compulsory subjects and in the common themes that comprised the five areas of interaction.

2) The integration of the areas of interaction into each subject was written into the lesson plans and also incorporated in programs and special events.

3) Interdisciplinary approach to teaching and learning was demonstrated in three schoolwide units: *The Election Process, Plumbing the Depths and A Community Celebration.* The interdisciplinary units were used to construct a holistic concept of knowledge. The structure and importance of the election process were taught in the context of each subject. The unit culminated in two hands-on voting activities in which students used official Fulton County voting booths, ballots and ballot boxes. Support for the unit on *Plumbing the Depths* came from the partnership with the U.S. Naval Submarine, USS Atlanta. Students received visits and communications from oceanographers, sonar technicians, submariners and other naval personnel. The *Community Celebration* unit culminated in a daylong festival. Students toured the neighborhood, studied its architecture, geography and history, took pictures, made drawings and constructed a scaled model of the area.

4) International perspective and global understanding were emphasized through world history, geography, literature, and foreign language (French and Spanish). Students in the Challenge Program for the Gifted and Talented communicated via e-mail with students across the country as well as in Sweden and Germany. The Internet was used for studying global issues.

Outcome #8: Technology[6]

Technology acquisitions and upgrades at Walden included laptop computers, access to the Internet, CD ROM and software programs, laser videodisc equipment, mathematics and science technological tools, media technology equipment, camera equipment, hardware and accessories. An Instructional Technology Specialist was assigned to facilitate the utilization of technology in instruction and school operations.

Computer Curriculum Corporation (CCC) Pilot Project

Purposes and Expectations

The Computer Curriculum Corporation (CCC) Pilot Project operated from November 1996 through June 1997 and provided multimedia courseware to support instruction. The purposes of the pilot project were to evaluate the appropriateness of the CCC courseware and to evaluate the ability of the CCC courseware to produce the anticipated gains in reading and mathematics achievement. Research from CCC indicated that if a student worked in the courseware for a total of 120 sessions of 11 minutes per session in *Reader's Workshop* and 14 minutes per session in *Mathematics Concepts and Skills,* the student would make one year of reading and mathematics achievement gains in the CCC courseware. [7] (See Appendix B).

The expectations regarding implementation were to place special emphasis on the 21st century skills of information processing, communication and critical thinking; use the computers for integration in the curriculum areas, and to use the Internet in a variety of learning activities.

Implementation

Teachers received the equivalent of two full days of training (day = 6 hours), with one full day at the beginning of the project and blocks of training time during program implementation. Total school implementation was from February 10, 1997 through June13, 1997, providing four calendar months of participation for students. Two CCC courses were piloted: *Reader's Workshop* and *Mathematics Concepts and Skills.*

The following additional requirements for implementation were met:

- ✓ An Instructional Technology Specialist was assigned to the school.
- ✓ Student names and ID numbers were entered into the management system.
- ✓ Students were assigned initial placement (functional level) in the two courses.
- ✓ Teacher classes and class numbers were established.
- ✓ A master schedule for student sessions on the computers was designed.
- ✓ Orientation of staff on expectations for the pilot project was held..
- ✓ Orientation of students on expectations for computer sessions was conducted.
- ✓ A target date for schoolwide implementation was set.
- ✓ Students worked exercises in Initial Placement Motion (IPM), an adaptive process that revised the student's level in the course based on performance, until student's best functional level was found.
- ✓ The management system established the student's placement in the CCC courses.
- ✓ The management system recorded usage, performance level and gains in the CCC courses. Reading and mathematics achievement gains were recorded only after the completion of IPM.

Implementation occurred as follows:

Model	Length of Daily Session	Schedule	Number of Students		
			Gr. 6	Gr. 7	Gr. 8
In-Class Lab with 3 computers 12 Classrooms Grade 6: **5** Grade 7: **4** Grade 8: **3**	20 minutes for reading	Monday, Wednesday, Friday	138	103	95
	20 minutes for mathematics	Tuesday, Thursday	138	103	95

Students moved from homeroom through the core subjects with their instructional group. Two groups of three students each were scheduled on the in-class computers for 20 minutes daily during the class period, using *Reader's Workshop* courseware on Monday, Wednesday and Friday, and *Mathematics Concepts and Skills* on Tuesday and Thursday.

Additionally, 37 selected sixth, seventh and eighth grade students who earned 1996 ITBS scores between national percentile ranks 40 and 50 received an additional 20 minutes of computer-aided instruction in reading and/or mathematics. Two groups of students used the Business Technology Lab for *Mathematics Concepts and Skills* during first period on Tuesday and *Reader's Workshop* in fifth period on Thursday.

The CCC management system is a computer system that manages the student enrollment and performance data. Longitudinal data in the management system were recorded from February 10, 1997 through May 1, 1997 at which time the history files that contained data on performance in the two courses were lost for all enrolled students. The loss of the history files destroyed all record of student work in the CCC courses. Data printouts from the management system prior to shutdown showed the following:

- A total of 336 students were enrolled in the management system.
- Longitudinal performance was recorded for 325 students.
- Allowing for factors such as spring break, systemwide testing, planning days and hardware servicing, the typical student averaged about 27 to 31 days in the pilot.
- With three days scheduled for reading and two for mathematics, students recorded about 14 to 16 sessions for reading and 10 or 11 for mathematics.
- Each student's computer session was set for 20 minutes from sign-on to log-off, yielding about 18 minutes of time-on-task in the CCC lessons.

Evaluation Measures

The CCC Pilot Project was evaluated on measures of reading and mathematics achievement.

Achievement Tests

No analysis was made on CCC data and achievement tests scores because of the limited period of time for the CCC project, which began on February 10, 1997.

Grade 8 Writing	Grade 8 Writing Test was administered on January 28, 1997, which was prior to the schoolwide implementation of the CCC Pilot Project.
Iowa Tests of Basic Skills (ITBS)	ITBS for Grades 6, 7 and 8 were administered March 24, 1997 after about 30 instructional days in the CCC project.
Curriculum-Based Assessment (CBA)	CBA in grade 8 was administered on May 5, 1997 after about 47 instructional days in the CCC project.

Course Usage, Level and Gains in the CCC Pilot Project

Course usage, level and gains for the pilot period February 10, 1997 through May 1, 1997 were analyzed for 325 students actively enrolled in *Reader's Workshop* and *Mathematics Concepts and Skills*, with the following results: (Findings are presented in Tables 1, 2 and 3; and Figure 1).

1) Course usage ranged upward to 5 hours for 75 percent of the students.

2) A greater proportion of the students in all grades completed initial placement motion (IPM) for reading than for mathematics.

3) The students' course average (functional level) in the CCC reading course more closely approximated their grade level, than was true for mathematics.

4) According to CCC's general recommendations for time and academic gains in the courses, one-fourth year of gains in reading and mathematics earned by Walden's students was within the expected range for the amount of time in the courses.

5) By grade, more sixth graders completed initial placement motion ((IPM) for both reading and mathematics and also recorded a course average at or above sixth grade for reading; a greater proportion of seventh grade students made one-fourth year of gain for both reading and mathematics; and two eighth grade students recorded the highest mathematics gains of more than one year.

Findings for the three evaluation measures for CCC (course usage, levels and gains) are presented in the following tables and chart.

Course Usage

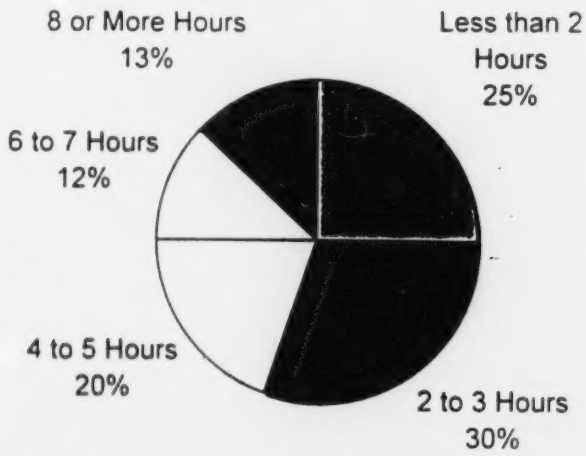
Table 1 shows the total time in the two CCC courses for all students participating in the pilot project. The table provides the number of students in a range of less than one hour to more than seven hours. The high end of the range included the group of students scoring at the second quartile who received extra time in the CCC courses. Figure 1 is a graphic representation of the data in Table 1.

Table I

Total Time in CCC for Reader's Workshop and Mathematics Concepts and Skills
February 10, 1997 through May 1, 1997
N = 325

Course	Number of Students by Hours and Minutes of Time							
	.01-.59	1.00-1.59	2.00-2.59	3.00-3.59	4.00-4.59	5.00-5.59	6.00-6.59	7.00+
Reader's Workshop	81	83	52	39	30	14	5	11
Math Concepts and Skills	78	109	74	41	10	10	2	1

Figure 1. Total Time in CCC for *Reader's Workshop* and *Mathematics Concepts and Skills* February 10, 1997 through May 1, 1997, N= 325.



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Levels (Course Average or Average Grade Level in the Course)

The CCC management system recorded the cumulative average grade level in each course for all active students enrolled; students that were out of initial placement motion (IPM) as well as for those who had not completed IPM. The number of students by grade that achieved each course level in CCC are presented in Table 2 below. The course levels or average grade (functional) level in the two courses ranged from 8.00 downward to 3.00.

Table 2

Level (Course Average) by Grade
for Reader's Workshop and Mathematics Concepts and Skills
February 10, 1997 through May 1, 1997
N = 325

Grade/ Course	Number of Students by Level (Course Average)					
	8.00-7.99	7.00-7.99	6.00-6.99	5.00-5.99	4.00-4.99	3.00-3.99
Grade 6						
Reader's Workshop	0	12	117	0	1	0
Math Concepts and Skills	0	0	3	16	70	36
Grade 7						
Reader's Workshop	0	2	35	38	16	8
Math Concepts and Skills	0	0	18	39	31	12
Grade 8						
Reader's Workshop	0	10	82	0	0	0
Math Concepts and Skills	1	10	24	40	12	2

Achievement Gains in the CCC Courses

Achievement gains in the CCC courses were recorded after the completion of initial placement motion (IPM). Therefore, the findings below are for 176 students who were out of IPM, received placement in the courses and for which gains were recorded in the management system.

Grade	Total Students Out of IPM	Number and Percent of Students Out of IPM	
		Reader's Workshop	Math Concepts and Skills
6	93 of 138	93 (67 %)	47 (34 %)
7	44 of 103	44 (43 %)	37 (36 %)
8	39 of 95	39 (41 %)	13 (14 %)

Table 3

Achievement Gains in Reader's Workshop and Mathematics Concepts and Skills
February 10, 1997 through May 1, 1997
N = 325

Grade/ Course	Number of Students and Amount of Gain		
	One-Half Year .50 -. 99	One-Fourth Year .25 - .49	Less than One-Fourth Year .24 and Below
Grade 6			
Reader's Workshop	0	2	91
Math Concepts and Skills	0	6	41
Grade 7			
Reader's Workshop	0	3	41
Math Concepts and Skills	1	6	30
Grade 8			
Reader's Workshop	0	1	38
Math Concepts and Skills	2	1	10

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Teacher and Student Opinions on the CCC Pilot Project

Opinions on the CCC Pilot Project were obtained from 9 of 12 teachers (75 percent) with in-class labs, and 246 of 325 students (76 percent) in grades 6, 7 and 8. Teachers were asked to respond to questions about staff development and training, use of instructional technologies, appropriateness of the CCC courseware and recommendations. Students were asked about CCC lessons on the computer, other uses of the computer, and what they would say to other middle school students about the CCC Project.

Teachers responded as follows (See Appendix E):

Staff Development and Training

1) Staff development and training adequately (63%) or more than adequately (30%) prepared teachers to implement the CCC Pilot Project, especially valuable was the individual teacher support from the Instructional Technology Specialist.

2) The areas of training considered less than adequate were the administrative planning meeting for scheduling, enrolling students, and establishing expectations; and the integration of the CCC courseware into classroom instruction.

3) Training that would enhance the level of preparedness for implementing the CCC project included -

   How to upgrade the lessons
   Implementing other programs when students have completed the initial CCC
   Workshops outside of the school day

SuccessMaker Resources and Materials

1) The resources and materials adequately (13%) or more than adequately (63%) prepared teachers to implement the CCC Pilot Project, especially helpful were the handbooks and reference manuals for the two courses piloted.

2) The following resources and materials were considered less than adequate -

   Correlation of skills in CCC courses to the ITBS
   Customized or other training guides and materials from the CCC consultant

3) Resources and materials that would enhance the level of preparedness to implement the CCC program included –

   A lab setting with 30 computers
   Additional training and workbooks
   If possible, a set of workbooks for students to share as partners

Use of Instructional Technologies

1) CCC was used by students to a great extent for reading and mathematics, but seldom or not at all for science, social studies and reference skills. The two pilot courses for CCC were reading and mathematics. CCC was used for classroom lessons most of the time, for special assignments and projects some of the time and CCC was seldom used for homework.

2) The Internet was used by students some of the time in all of the curriculum areas- reading, mathematics, science, social studies and reference skills; for classroom lessons some of the time, for special assignments and projects most of the time, and to a much lesser extent for homework.

3) Students to some extent in all of the curriculum areas used other software or courseware. However, one eighth grade classroom did not have an in-class computer lab. Other software or courseware was used more often for special assignments and projects than for classroom lessons and homework.

4) Technological tools such as videotapes, CDs and laser videodiscs were used by students some of the time in one or more classrooms for all curriculum areas. However, the majority of the teachers responding indicated that their students used other technological tools seldom or none of the time.

5) All three computers were operational and could be used most of the time by students during the whole instructional day in the majority of the classrooms; and some of the time or seldom in the other classrooms.

6) Teachers listed the following ways in which they would change or improve the process for integrating technological tools in instructional activities:

   I would improve the process for integrating technologically by having a better maintenance program.

   Ongoing training and professional development.

   Change student behavior and awareness. Classroom management is a very important tool.

   Allow more time with each class daily.

Appropriateness of the CCC Courseware

1) Teachers indicated that the *Reader's Workshop* course was more appropriate for the instructional needs of the students in their classroom than *Mathematics Concepts and Skills*.

2) Teachers determined that for the majority of the students, the functional level in both the reading and mathematics courseware (average in the course) was about the same as the student's instructional level in the classroom.

Recommendations of teachers for improving the effectiveness of the CCC Program

- It was kind of hard to implement because I couldn't hardly teach and help on the computers. Sometimes I couldn't get the software to function.

- CCC is a very good way of improving skills in addition to classroom instruction. It should not replace the teacher, nor frustrate (the teacher) to make it work with only three computers in a class that lasts 45 minutes. The headaches are endless when trying to manage "middle school" students who don't want to be managed, and will do anything to disrupt a class. Too much movement causes them to talk, play, kick each other and totally destroy a productive learning environment. Many of them will not stay on CCC; they switch over to the Internet and pull up BET, MTV, etc! All of this is happening while the teacher is trying to teach 25 other kids who were not on CCC at the time.

- CCC could be more productive in a quiet lab setting with at least two teachers or paras running the lab. The students could be scheduled in two or three times a week for at least 30 minutes. My students have truly enjoyed it. The program could work if set up properly.

- Make certain that those students who are more advanced or somewhat slower have their CCC activities structured for each of their particular needs.

- Better teacher training, in turn we can be more effective with students.

- The CCC Program should be used in a lab rather than in the classroom in order to be more effective.

Students responded quite similarly across grades, as summarized below (See Appendix F):

1) In comparing the utilization of the computers before and after the CCC project, students stated the following changes in their use of the computer **after** the CCC project started:

Increase in the daily use of the computer

Increase in the use of the computer to –

Solve new math problems
Understand new reading materials
Practice what I learned in class
Get worksheets or lessons for homework
Understand new reading materials

Increase in the number of students who used the computer

Decrease in the use of the computer to –

Find information for a report or project
Make graphs, banners, designs, and special reports
Write stories, journals, and reports
Get information on the Internet

2) Students considered most of the lessons in both courses to be either too easy or about right for them. However, about one-fourth stated that the reading and mathematics lessons were too hard for them.

3) The majority of the students indicated that the CCC reading and mathematics lessons helped them to do better in school.

4) Conversely, the majority of the students did not feel that the CCC reading and mathematics lessons made them want to come to school.

5) If students missed lessons that the class did while they worked on the computer, their teacher helped them learn the lesson or they got worksheets and homework on the lessons. About 15 percent of the students stated that they got help from their classmates or learned the lessons that they missed in the after-school tutoring session.

6) The majority of the students stated that they knew how to perform the following operations on the computer –

Sign on and log off
Use the mouse to move the pointer on the screen
Use the keys on the keyboard
Get help such as the question mark, owl or toolbox
Choose the course or program to work in

7) Students were less proficient in doing the following on the computer –

Completing assignments without the help of the teacher
Printing what was on the screen
Locating information on the Internet
Combining words and pictures for a report
Using CD ROM

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8) Students were asked to write what they wanted to tell students at other middle schools about the CCC program. Verbatim comments by grade were provided in an attachment to this report. Comments summarized below show the two prevailing opinions about the program.

> Good program, challenging program, educational, helps you learn, a kind of electronic tutor, good at improving your thinking skills and vocabulary in reading, helps you do good in math, gets you prepared for the ITBS, helps you get good grades, helps you become better at computer skills, a great opportunity to learn and bring up their grades. Could help you with your schoolwork, easy to use. CCC helped even though it was a short period of time.

A few students in each grade expressed a different opinion about the instructional value of the program:

> It is OK most of the time. It is not fun to me because all you do is answer simple and easy problems. The CCC program will sometimes give you problems that you already know and sometimes they will be hard. The program is OK, but it did not help me on anything. Sometimes it is too easy. CCC is very easy. All you do is answer simple and easy problems. It's boring. The CCC program is not much of a challenge. The CCC takes you away from our class work, but we still make it up. We do not get on the Internet all of the time. I don't like the CCC computer. Don't use the CCC...you probably know most of the stuff on there. CCC is not very interesting to me. It is too much work. The CCC program wasn't really helpful to me.

SUMMARY AND ISSUES

A number of issues emanated from the review of the process and summary of the findings for the first year of consideration on the Walden International Baccalaureate Middle Years Programme and school reform.

Summary

The findings on the first year of the reform effort at Walden Middle School were summarized in the context of the national education reform movement. Selecting from several strategies, school systems elected to either improve or transform an existing school or treated the school as a new entity. The "reconstitution" strategy applied to Walden Middle School fell in the latter category, in which all positions were declared vacant and a new staff and faculty were assembled.

The goal of attaining authorization for the International Baccalaureate Middle Years Programme provided the framework for redesigning the middle school curriculum and delineating the requisite professional preparation. Technology was greatly enhanced through resources provided for instruction, administration and communication and from the Computer Curriculum Corporation (CCC) Pilot Project. New students were attracted through an application process, new partnerships with businesses and community groups were formed, and parent and community involvement was stimulated around the new-school image.

The expectations, which were initially established for "reconstitution" of the school and for student achievement, served as the measures for determining the outcomes. The outcomes should be reviewed as they relate to issues for consideration in the school system's reform efforts. Below are a few of the issues discerned from the data.

Issues

1) Identification and Selection of a Reform Strategy for a Particular School

Research on the effectiveness of the selected reform strategy would assist both the planners and school staff and faculty with prior understanding of the operational and instructional/curriculum translations required for success. For the "reconstitution" approach, data and information from school systems that have applied this tactic should yield promising practices as well as pitfalls. What resulted at Walden was little pre-planning time for the new staff and faculty, 54 percent of teachers in their first-year teaching assignment, and with the challenging International Baccalaureate curriculum and innovative technological approaches for instruction. How does this implementation structure compare to what worked in other school systems?

2) Achievement Expectations for the "Reconstituted" School

The expectation that the school will achieve at the 90th percentile on any national assessment should be examined in relation to the average level of performance achieved by the students in the norm group (representative sample of students from across the nation) for the specific national assessment.

3) The Revised Name Assumed by the School

The name, *Walden International Baccalaureate Middle Years Programme*, should not be disseminated to the public in a manner that suggests the school has an approved application or has received authorization to formally implement the Middle Years Progamme. Publications about the school should clearly indicate which stage in the process the school has attained or the projected timeline for earning authorization from the International Baccalaureate Organization.

4) The Application Process to Attract Students From Across the City

The number of students and proportion or ratio of out-of-zone to in-zone students should be determined in keeping with the purpose of the application process and the goals of the school.

5) Services to Meet the Needs of Students from Other Communities

Students attracted to the school from other communities may have needs such as before and after school supervision or transportation. The application process should surface these needs along with a plan for the service.

6) Participation of Staff in all Systemwide and other Requirements

A "reconstituted" school is expected to operate under a specific set of requirements. Consideration should be given to the waiver/exemption in the participation of staff in various systemwide and other requirements which are considered, through shared decision-making, to be duplicative or competitive to the objectives for the "reconstituted" school.

Other data for planning can be extracted from the various surveys conducted at the school, the *1996-97 School Report* and school-level reports for Walden. Copies of the *1996-97 School Report* may be obtained from Atlanta Public Schools, Department of Research and Evaluation.

Prepared by:
Emma P. Popwell, Ph.D.
Atlanta Public Schools
Department of Research and Evaluation
July 1997

APPENDIX

ATLANTA PUBLIC SCHOOLS

REPORT NO. 95/96 - 0403

v. Reconstitution of Walden Middle School

January 8, 1996

THE SUPERINTENDENT REPORTS:

Schools for the 21st century must assume the major role of preparing students to meet the demands of an internationally competitive and connected world. Through schooling children must reach an understanding of the interdependent nature of the universe which they will shape and in which they will reside as adults. Schools must equip students with the knowledge and intellectual skills necessary to select meaningful careers and to lead productive lives in their new world.

RECOMMENDATION: To reconstitute Walden Middle School as a school open to students across the city of Atlanta with the implementation of the Pre International Baccalaureate Program with a curriculum focused upon the core subject areas, including mathematics, science, foreign language, and technology; and to change substantially the composition of the faculty of Walden Middle School consistent with the guidelines of the State Education Department.

REASON: To organize a world class school that will enhance the potential for academic and social success for all students by creating a school environment that will challenge teachers, administrators, parents, and students to rethink goals, curricula, standards, and methods by which students will be taught and evaluated and to establish school norms that focus upon high standards for students and adults alike.

FINANCIAL IMPLICATIONS: Approximately $300,000.00 will be needed to begin implementation of the program as follows:

- $150,000.00 for staff development, curriculum writing, materials, and supplies.
- $150,000.00 for technology.

Initial planning can begin this year with approximately $20,000.00 from already existing accounts of the Instructional Division.

FUNDING SOURCES: General Fund Instructional Budget, 1995-96. Proposed General Fund Instructional, Technology, and Facilities Budgets for 1996-97.

Prepared by:

Kay E. Royster

Kay E. Royster, Ed.D.
Assistant Superintendent
for Instruction

Respectfully submitted,

B. O. Canada

Benjamin O. Canada, Ph.D.

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PERFORMANCE CRITERIA

FOR

FACULTY AND STAFF OF RECONSTITUTED SCHOOLS

All faculty and staff who are selected to work at any reconstituted school of the Atlanta Public Schools shall be held to high standards of accountability consistent with the core beliefs, planning parameters, objectives, and strategies of our Strategic Plan including a commitment to ensuring that each school will achieve at least the 90th percentile on any national assessment. Such achievement will occur within a time frame to be specified by the district. It is the expectation that faculty and staff will be evaluated along the lines of these criteria.

PLEASE POST **PLEASE POST**

ANNOUNCEMENT OF VACANCY

Position: Principal – Walden Pre-International Baccalaureate Middle School

The educational aim of the Pre-International Baccalaureate Program (IBO) for middle grades is to awaken the intelligence of students and teach them to relate the content of the classroom to the realities of the outside world. The Middle Years Programme is rigorous academically and at the same time is concerned with life skills, discipline, and a sense of social responsibility that so often is lacking in typical curricula for adolescents. The academic model includes eight (8) subject areas that provide a broad, traditional foundation of knowledge with an emphasis on the interrelatedness of the subjects with one another.

Effective Date: 1996-97 School Year

Salary: (220-Day Duty)

Master's Degree:	$46,308 - $61,620
Specialist Degree:	$50,088 - $66,684
Doctorate Degree:	$54,180 - $72,192

Salary is dependent on Georgia certification level and experience.

Minimum Qualifications:

Education: Master's degree or above. A transcript which verifies the requested minimum educational requirements must be on file. If a transcript has been previously provided, do not resubmit.)

AND

Certification: Georgia professional certification at Level 5 or higher in a teaching or service field and in Administration and Supervision. (Verification of Georgia professional certification must either be on file in the Personnel Division or accompany the Statement of Interest form. Verification that all professional certification requirements are met may be documented by letter attesting to same issued by the Georgia Professional Standards Commission.) **IF COMPARABLE TEACHING AND LEADERSHIP CERTIFICATION FROM ANOTHER STATE IS HELD, A COPY OF THE CERTIFICATE(S) MUST ACCOMPANY THE STATEMENT OF INTEREST.**

AND

Experience:

1. Three (3) years successful school experience in an instructional program in an administrative and/or supervisory capacity, including middle school experience.
2. Knowledge of foreign language as evidenced by study of foreign language at the college level or continuing education courses in one or more languages.
3. Possess a global understanding of the world as evidenced by travel experience, teaching or study abroad.
4. Experience working in an urban school system or providing guidance and support to urban school systems from post-secondary level institutions, educational agencies or comparable organizations.
5. Experience in leading educational change or reform efforts..
6. Knowledge of the humanities as evidenced by course work or continuing education in the field.
7. Knowledge of technology as evidenced by course work or continuing education in the field.

The following criteria will be used to assess skills during the portfolio review. Required experience must be clearly delineated on the resume.

a. Possesses knowledge and competency in the use of technology to enhance the instructional program and student achievement for all students.
b. Evidence of visionary uses of community resources; ability to build ties with the same to foster working relationships to enhance the instructional goals of the school.
c. Possesses knowledge of adolescent development with an emphasis on the special needs and characteristics of middle school learners.
d. Knowledge of trends, practices and strategies from current literature as evidenced by the ability to apply research to practice.
e. Ability to provide leadership to the development and implementation of appropriate middle school curriculum; specific examples of staff development and curriculum development efforts must be cited.
f. Demonstrates ability to give leadership to writing and implementing an appropriate curriculum for middle school.

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The following criteria will be used to assess skills during the interview.

a. Demonstrates the ability to affirm the cultures of all students.
b. Respects worth and value of the entire school family – teachers, staff, students, parents, and the community.
c. Demonstrates knowledge of research-based delivery systems.
d. Ability to give leadership to development of a comprehensive improvement plan and to monitor the progress of the same.
e. Demonstrates knowledge of test data and the interpretation and utilization of the same to improve instruction and to inform various publics.
f. Assesses and plans appropriate staff development and training.
g. Articulates a vision and purpose for middle school education with an emphasis on languages, technology and the humanities.
h. Demonstrates the ability to organize and manage time and resources.
i. Demonstrates knowledge and experience with an array of effective pedagogical practices.
j. Demonstrates knowledge of learning theories.
k. Demonstrates ability to adapt curriculum to meet the varying needs of all students.
l. Possesses a willingness to provide multifaceted activities and extra-curricula activities that will interest all students.
m. Fosters a positive school climate that encourages parental involvement.
n. Demonstrates proficiency in written and oral communication skills.
o. Demonstrates comprehensive knowledge of various assessment models and ability to use these models to improve the success of all students.
p. Demonstrates flexibility, creativity and enthusiasm; is energetic and innovative.
q. Communicates and enforces high expectations for all students, faculty and staff.
r. Possesses a willingness to work flexible hours.

Application Procedures: Interested individuals must apply by completing a Statement of Interest form for the position specified on this announcement. **Incomplete Statement of Interest forms and previous Statement of Interest forms for Middle School Principal will not be considered.**

A current resume and a list of the names (addresses and phone numbers) of three references must accompany the Statement of Interest form for all applicants, including Atlanta School System employees. The resume must clearly delineate all experience and accomplishments required in the experience section of the announcement.

Application materials **must be received** in the Personnel Department by 4:30 p.m. on **Wednesday, March 13, 1996.** Any and all materials submitted as a part of the application package become the property of the Atlanta Public School System and will not be returned. Failure to comply with all requirements of the application procedures will result in disqualification.

Reports to: Executive Director for Middle Schools

Job Goal: To provide educational leadership for assigned school and community.

Performance Responsibilities:

1. Works cooperatively and effectively with members of the professional staff, students and members of the community to develop and achieve school goals in relationship to system-wide goals.
2. Provides educational leadership for the school staff and community; supervises staff and instructional programs; coordinates community efforts; interprets and communicates school programs and policies to the community.
3. Utilizes the resource competencies of the central staff, community and local staff to provide the best instructional program possible in the local school.
4. Organizes effectively the school curriculum and provides appropriate staff and student assignments for maximum growth and efficiency.
5. Executes effectively the management and leadership responsibilities associated with the total school program.
6. Utilizes sound management principles in the expenditure of school money and in preparing for other budgetary needs.
7. Implements the school system's staff appraisal process so as to reinforce strengths and remediate weaknesses.
8. Establishes and maintains favorable relationships with local community groups and individuals to foster understanding and solicit support for overall school objectives and programs; interprets Board policies and administrative directives; discusses and resolves individual student problems.
9. Orients newly assigned staff members and assists with their professional development as appropriate.
10. Coordinates or supervises support services (maintenance, security, food services, recreational programs, financial and accounting functions, media activities and the like).
11. Prepares or supervises the preparation of reports, records, lists and all other paper work required or appropriate to the school's administration.
12. Performs related duties as assigned and as circumstances require.

Screening Interviews: Application materials for applicants meeting minimum qualifications as stated on this announcement will be referred to the appointing authority. Applicants not meeting minimum qualifications and applicants not selected for interview with the appointing authority will be notified by the Personnel Department.

The Atlanta Public School System does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, marital status or sexual orientation in any of its employment practices, educational programs, services or activities. For additional information, contact the Office of Equal Educational Opportunities, 2930 Forrest Hill Drive, SW Atlanta, GA 30315. Individuals requiring special accommodations should contact the Office of Equal Educational Opportunities at (404) 659-8741 (V/TT). Other inquiries may be directed to any member of the Personnel Department at (404)827-8100.

ANNOUNCEMENT; 96/0200/MMJ/RM
ISSUED; February 20, 1996

EQUAL EMPLOYMENT OPPORTUNITY

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ATLANTA PUBLIC SCHOOLS
Personnel Department
210 Pryor Street, SW Atlanta, GA 30335

ANNOUNCEMENT OF VACANCY/TRANSFER OF EMPLOYMENT

Position(s): **Teachers and Instructional Support Staff** (Open only to present full-time Atlanta Public Schools Employees)

Location: **Middle Years Baccalaureate Program** of Walden School

Effective Date: August 27, 1996

Salary: Regular salary schedule applies; commensurate with certification and experience.

Application Procedures: Interested individuals must apply by completing an application form for transfer of employment. A current resume must accompany each application form.

Application materials **must be received** in the Personnel Department by 1:30 p.m. on May 24, 1996. Any and all materials submitted as a part of the application package become the property of the Atlanta Public School System and will not be returned. Failure to comply with all requirements of the application procedures will result in disqualification.

Reports to: Principal

Special Requirements:
1. Demonstrates a commitment and willingness to work with urban children;
2. Willing to work toward the goal of helping all students achieve the 90th percentile on a standardized measure over a five-year period;
3. Available for summer staff development and willing to engage in continuous professional development;
4. Willing to work flexible hours;
5. Willing to learn algebraic concepts and other concepts as deemed appropriate;
6. Willing to work collaboratively with colleagues, parents, community, and others;
7. Willing to learn various systems of technology and implement such in the learning environment in support of student achievement;
8. Willing to participate in shared decision-making processes;
9. Presents through a portfolio, his/her teaching content competencies, understanding of the middle school concept and structure, the developmental characteristics of the middle school child, and an understanding of curriculum integration.

Areas of Proficiency:
1. Demonstrated expertise in one or more disciplines and be able to incorporate that discipline(s) in an interdisciplinary program of study;
2. Effective oral and written skills, knowledge and experience in planning, writing and revising curriculum;

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3. Technology literate;
4. Ability to speak one or more languages and/or exposure to different languages and cultures.

Performance Responsibilities:

1. Articulates the Middle Years Baccalaureate Program to parents, students and community;
2. Works in a non-traditional role/setting.
3. Uses assessment data to improve instructional delivery and student achievement.
4. Works as a member of a team to plan and execute interdisciplinary units resulting in final projects which require critical thinking skills application;
5. Assists students in developing exit projects which reflect an interdisciplinary application of skills, concepts, and content knowledge learned during the middle years program;
6. Develops a personal professional development plan that ensures life-long learning;
7. Utilizes technology as an integral part of the teaching-learning process.
8. Demonstrates a willingness to share skills and interests with Walden staff, students, and parents;
9. Demonstrates a willingness to sponsor extra-curricular activities;
10. Utilizes a variety of teaching strategies and effectively addresses the different learning styles of students in planning and implementing the curriculum.
11. Demonstrates high expectations of self, school, and students.

Interviews: Application materials for applicants meeting minimum qualifications as stated on this announcement will be referred to the appointing authority. Applicants not meeting minimum qualifications and applicants not selected for interview with the appointing authority will be notified by the Personnel Department.

The Atlanta Public School System does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, marital status or sexual orientation in any of its employment practices, educational programs, services or activities. For additional information, contact the Office of Equal Educational Opportunities, 2930 Forrest Hill Drive, SW Atlanta, GA 30315,. Individuals requiring special accommodations should contact the Office of Equal Educational Opportunities at (404) 659-8741 (V/TT). Other inquiries may be directed to any member of the Personnel Department at (404)827-8100

ANNOUNCEMENT:
ISSUED: May 9, 1996

EQUAL EMPLOYMENT OPPORTUNITY

THE AUSTIN T. WALDEN MIDDLE YEARS BACCALAUREATE PROGRAM

GRADES 6-8

320 Irwin Street, NE • Atlanta, Georgia 30312• (404) 330-4174

Please complete all information as requested. Return **no later than JUNE 30, 1996,** to **The Office of the Executive Director of Middle Schools** • 2930 Forrest Hill Drive, S.W. • Atlanta, Georgia 30315

PLEASE PRINT

Student's Name_____
(First) (Middle) (Last)

Name Used_____ Age_____ Birthdate_____ Grade 1996-97_____

Home Address_____
(City) (Zip)

Home Telephone_( )_____

Last School Attended_____ Address_____

Principal's Name_____

List Your Present Subjects and Your Latest Report Card Marks:

Subject	*Grade*

List Any Special Interests:

1. _____
2. _____
3. _____

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Travel Experiences: _____

_____

_____

Hobbies: _____

_____

_____

Positions of Leadership (in your school, church, community): _____

_____

_____

Please briefly describe any special creative abilities and talents which you have in the areas below. If you have received any awards, please indicate.

*Music*_____

_____

_____

*Art*_____

_____

_____

*Science/Math*_____

_____

_____

Social Studies _____

_____

_____

*Drama/Debate*_____

_____

_____

*Other*_____

_____

_____

Mother/Guardian's Name_____

Father/Guardian's Name_____

_____ _____

Signature of Student ***Signature of Parent/Guardian***

Atlanta Public Schools and
Computer Curriculum Corporation (CCC)
Pilot Project

A Pilot Project utilizing CCC courseware has been initiated. In collaboration with the Superintendent, the Instructional Services Division staff and the Information Services Division staff have provided the resources for acquisition, installation, training and support. Key points of this pilot project include the following items.

School Sites: Walden Middle School and Pitts Elementary School

Project Start Date: Contract signed 11/05/96

Duration: 11/05/96 through 06/30/97

Purposes:

1. To provide the schools with the latest multimedia based courseware that will support their use of technology to achieve their instructional objectives.
2. To evaluate the appropriateness of the courseware and its ability to produce anticipated gains in student achievement in reading and mathematics.

Anticipated Outcomes:

1. The multimedia software and integrated management system being used will produce measurable gains in reading and mathematics if properly implemented.
2. Results will meet or exceed the performance criteria outlined in the 1996-97 School-Based Performance Criteria for the Salary Incentive Plan (copy enclosed).
3. Special emphasis will be placed on 21st Century Basic Skills for Students. These skills include accessing information, analyzing information, communicating information more effectively, and problem solving more analytically.

Evaluation Measures:

1. ITBS gain scores
2. Criterion Referenced assessment gains as measured by the CCC management system.
3. Other related indicators as specified in the Salary Incentive Plan.

Expectations Regarding Implementation:

1. All students will be scheduled for regular use of the program in both reading and mathematics.
2. Average student time on the courseware will be 15 minutes per day per subject.
3. Classroom teachers will receive two full days of training at the beginning of the project, and ongoing following assistance throughout the year.
4. Computers distributed in the classrooms as well as those in a lab or cluster configuration will allow student access to the courseware and will be used by students for instruction in reading and mathematics.
5. Staff and students will use computers throughout the school for integration in all curriculum areas (e.g., Science, Social Studies, Reading, Mathematics, and Reference Skills).
6. Internet access will be used in a variety of learning activities.
7. Computer use will be integrated in classroom instructional activities as well as other activities such as homework assignments and special projects to include Math, Science, and Social Studies fairs.

Financial:

1. APS contracted for training, installation, support and miscellaneous hardware components.

2. CCC donated software, internet projects, implementation services, teacher manuals, video CDs and other support personnel.

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TIME AND GAINS
General Recommendations

If the goals for your SuccessMaker program include academic gains in math and/or reading, use the following chart to plan appropriate session lengths for your students in foundation courses:

MCS (Math Concepts and Skills)
and
RW (Reader's Workshop)

Daily Session Times/Total Time Needed
(Based on 120 Sessions, Upper Mean Time)

	Math Concepts & Skills		Reader's Workshop	
Target Gain	Session Time	Total Time	Session Time	Total Time
.50	5 min	10 hrs	7 min	14 hrs
.75	8 min	16 hrs	10 min	20 hrs
1.00	11 min	22 hrs	14 min	28 hrs
1.25	14 min	28 hrs	18 min	36 hrs
1.50	18 min	36 hrs	22 min	44 hrs
1.75	21 min	42 hrs	25 min	50 hrs
2.00	25 min	50 hrs	29 min	58 hrs
2.25	29 min	58 hrs	33 min	66 hrs
2.50	32 min	64 hrs	36 min	72 hrs
2.75	36 min	72 hrs	40 min	80 hrs
3.00	40 min	80 hrs	44 min	88 hrs

Chart is based on research conducted by Computer Curriculum Corporation. The upper mean time is the mean time plus one standard deviation. This amount of time in the course raises to 84% the probability that the student will achieve his or her targeted gain.

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Walden Middle School

1997 Student Satisfaction Survey

Number of Surveys Received: 346

QUESTION	PERCENT OF RESPONSES					
	ALWAYS	OFTEN	SELDOM	NEVER	DO NOT KNOW	NO RESPONSE
01 - Teachers do a good job teaching me	45	35	8	3	0	10
02 - Teachers push me to do my best	49	29	8	3	1	10
03 - Computers are available for use	49	20	13	4	3	10
04 - Extra help provided when needed	39	30	13	6	1	11
05 - Discipline enforced fairly	29	26	18	11	5	10
06 - I like meals served in cafeteria	6	19	38	25	2	11
07 - Lunch time sufficient to eat	20	26	19	21	3	10
08 - I am pleased with the bus service	5	2	3	24	56	10
09 - I feel safe inside my school	24	29	18	17	1	11
10 - I feel safe on the school grounds	16	28	23	21	1	10
11 - I feel safe at school events	32	26	16	10	4	11
12 - Media center staff is helpful	30	20	17	16	6	11
13 - Media center materials are useful	21	22	22	14	10	11
14 - I am proud of my school	23	24	20	21	3	10
15 - Overall, my school is well kept	19	31	21	16	2	11
16 - Restrooms are clean and maintained	6	16	24	41	2	11
17 - Textbooks provided by school	65	13	8	2	1	10
18 - Staff treat students with respect	22	28	25	14	1	11
19 - Students have a voice in decisions	15	20	22	27	5	11
20 - Learning : Language/Arts/Reading	45	31	9	4	1	11
21 - Learning : Writing and Composition	37	27	17	3	5	11
22 - Learning : Mathematics	61	16	8	4	0	11

Due to rounding the percents may not add up to 100%

Atlanta Public Schools
Department of Research & Evaluation - #8806
July 1997

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Walden Middle School

1997 Student Satisfaction Survey

Number of Surveys Received: 346

QUESTION	PERCENT OF RESPONSES					
	ALWAYS	OFTEN	SELDOM	NEVER	DO NOT KNOW	NO RESPONSE
23 - Learning : Science	57	23	5	3	0	11
24 - Learning : Social Studies	56	18	10	4	1	11
25 - Learning : Foreign Language	36	23	13	11	7	11
26 - Learning : Health	31	25	19	10	4	11
27 - Learning : Vocational Courses	22	12	7	8	40	11
28 - Learning : Physical Education	55	18	7	4	4	11
29 - Learning : ROTC	4	3	1	14	66	13
30 - Learning : Music/Chorus/Band	43	18	16	11	2	11
31 - Learning : Art	49	18	10	3	8	12
32 - Principal is doing a good job	29	24	17	17	2	11
33 - Teachers inform me of my progress	39	29	15	6	0	11
34 - I am encouraged to stay in school	40	25	15	8	1	11
35 - Staff trained for students my age	28	32	16	10	3	11
36 - Classes on the right level for me	47	23	12	6	1	11
37 - Students show respect for staff	10	23	32	23	1	11
38 - Teachers make learning interesting	30	31	22	5	1	11
39 - Staff helpful in planning my future	25	27	21	14	2	12
40 - I like extra-curricular activities	31	19	16	16	5	12
41 - Interaction with community provided	29	14	17	22	8	11
42 - I receive a good education	39	30	13	5	2	11
43 - I am prepared to pursue my goals	31	29	14	8	5	12
44 - Students show respect for students	6	16	34	30	1	12

Due to rounding the percents may not add up to 100%

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Department of Research & Evaluation - #8806
July 1997

Walden Middle School

1997 Parent Satisfaction Survey

Number of Surveys Received: 165

Question	Percent Strongly Agree	Percent Agree	Percent Disagree	Percent Strongly Disagree	Percent Cannot Say	Percent No Response
01 - I like the way most of my child's teachers help him/her learn.	30.3	44.2	4.2	6.7	10.3	4.2
02 - Most of my child's teachers teach advanced skills.	18.2	38.2	10.9	6.1	23.0	3.6
03 - My child's school has computers that he/she can use during the day.	41.2	41.2	5.5	1.2	6.7	4.2
04 - Most of my child's teachers provide him/her with extra help when needed.	29.1	46.7	7.3	7.3	6.7	3.0
05- Rules for discipline are enforced fairly.	27.3	38.2	12.7	10.9	8.5	2.4
06 - My child usually likes the meals served in his/her school.	10.3	31.5	15.8	24.2	16.4	1.8
07 - I am pleased with my child's school bus service.	7.9	10.9	4.2	12.7	58.2	6.1
08 - I receive timely information about the school's programs and activities.	24.8	40.0	15.2	9.1	7.3	3.6
09 - My child's school is a safe place to learn.	20.6	45.5	10.3	11.5	7.9	4.2
10 - The media center (library) staff helps my child find materials he/she needs to do assignments.	20.6	44.2	8.5	6.1	18.2	2.4
11 - I feel welcome when I visit my child's school.	40.6	42.4	4.8	3.6	6.1	2.4
12 - My child's school is well-kept (clean, neat, bright).	40.0	37.6	4.8	4.2	6.7	6.7
My child is learning what I expect in :						
13 - Language Arts (Reading, Writing).	39.4	38.2	6.7	6.1	5.5	4.2
14 - Mathematics.	37.6	43.0	4.2	6.1	4.8	4.2
15 - Science.	37.0	42.4	6.7	5.5	4.2	4.2
16 - Social Studies.	33.3	41.2	8.5	7.3	5.5	4.2
17 - Health.	33.3	41.2	6.7	6.1	7.3	5.5
18- Vocational Courses.	19.4	35.2	6.1	4.2	26.1	9.1
19 - Art.	38.8	37.6	7.3	3.0	8.5	4.8
20 - Physical Education.	40.6	35.2	9.1	4.2	7.3	3.6
21- Music/Band/Chorus/Orchestra	43.0	40.0	3.0	2.4	6.1	5.5
My child has the textbooks needed for:						
22 - Language Arts (Reading-Writing).	52.7	32.1	1.8	2.4	6.1	4.8

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Question	Percent Strongly Agree	Percent Agree	Percent Disagree	Percent Strongly Disagree	Percent Cannot Say	Percent No Response
23 - Mathematics.	53.9	35.2	1.2	.6	4.8	4.2
24- Science.	54.5	35.2	.6	.6	4.8	4.2
25 - Social Studies.	55.2	32.1	1.8	1.2	5.5	4.2
26 - The principal, teachers, and other staff at my child's school treat each other with respect.	42.4	32.1	3.6	1.8	17.0	3.0
27 - The principal is doing a good job in running my child's school.	43.6	32.7	9.1	3.6	7.9	3.0
28 - Most of my child's teachers provide information on how I can help my child at home.	26.1	30.3	18.8	13.9	7.9	3.0
29 - Most of the teachers let me know about my child's progress in school.	40.0	37.6	9.7	7.3	2.4	3.0
30 - The students at my child's school treat the principal, teachers, and other staff with respect.	20.6	27.9	17.0	13.9	17.6	3.0
31 - My child's school has parent activities at times when I can attend.	24.8	36.4	10.9	6.7	18.2	3.0
32 - Staff at my child's school encourages him/her to stay in school and graduate from high school.	46.1	29.7	4.2	1.8	14.5	3.6
33 - Community agencies/businesses provide services to my child's school.	18.8	30.9	7.3	4.8	33.9	4.2
34 - Students treat each other with respect at my child's school.	12.1	27.9	21.8	22.4	10.9	4.8
35 - The teachers at my child's school know how to handle the needs of children this age.	22.4	41.8	12.7	9.1	10.3	3.6
36 - I am satisfied with the way classes are organized for instruction at my child's school.	25.5	42.4	7.9	7.3	13.3	3.6
37 - A counselor at my child's school has talked with my child about his/her plans after high school graduation.	15.8	23.6	17.6	12.1	27.3	3.6
38 - Most of my child's teachers are doing a good job in preparing him/her for the future.	30.3	41.8	6.7	3.6	12.7	4.8
39 - Overall, I give my child's school a grade of:	A 25.5	B 40.0	C 18.8	D 6.1	F 6.1	3.6
40 - How many times have you visited your child's school this year?	0 4.8	1 8.5	2 10.3	3 21.8	+4 46.7	7.9
41 - Which group describes you best?	Black 87.3	White 1.2	Hispanic .6	Asian ---	Indian ---	Other 1.8

Atlanta Public Schools
Department of Research and Evaluation - # 8850
July 1997

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Atlanta Public Schools
Austin T. Walden International Baccalaureate Middle Years Programme

Computer Curriculum Corporation (CCC) Pilot Project, 1996-97

TEACHER OPINIONS

(N = 9)

Part I - Staff Development and Training

1. How well did the staff development and training prepare you to implement the CCC Pilot Project? (Check One)

	Number of Teachers Responding			
	More Than Adequate	Adequate	Less Than Adequate	No Information
A. Administrative Planning Meeting (Scheduling, enrollment of students, expectations)	1	5	1	2
B. SuccessMaker Reports Workshop, Part I (Overview of basic reports)	2	7	0	0
C. SuccessMaker Reports Workshop, Part II (Individual student reports and progress)	2	7	0	0
D. SuccessMaker Reports Analysis (Interpretation, analysis and use of reports)	3	5	1	0
E. SuccessMaker Curriculum Integration (Integration into classroom instruction)	2	7	0	0
F. Individual teacher support from CCC Consultant(s)	3	5	0	0
G. Individual teacher support from Instructional Technology Specialist	3	5	0	0
H. Please list and rate other training attended				

2. List areas of training that would enhance your level of preparedness to implement the CCC Program.
How to upgrade the lessons. Implement other programs when students are completed with CCC. Workshops outside of school time.

3. How well did the SuccessMaker resources and materials prepare you to implement the CCC Pilot Project? (Check One)

	More Than Adequate	Adequate	Less Than Adequate	No Information
A. Teacher's Handbook for Reader's Workshop (Complete description of the structure and content of the course, etc.)	1	7	1	0
B. Reference Manual for Mathematics Concepts and Skills (detailed information about the components and features of the course, etc.)	1	6	2	0

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Teacher, continued

	More Than Adequate	Adequate	Less Than Adequate	No Information
C. Getting Started with Mathematics Concepts and Skills (how to get students started with the course)	1	7	1	0
D. Getting Started with SuccessMaker (how to enroll, review work, and monitor progress of students; customize instruction and generate reports)	1	6	2	0
E. CCC courseware correlated to the *Iowa Tests of Basic Skills*	1	4	4	0
F. Customized or other training guides and materials from CCC Consultant(s)	1	5	3	0
G. Customized or other training guides and materials from Instructional Technology Specialist	2	5	2	0

4. List resources and materials that would enhance your level of preparedness to implement the CCC Program.
A lab setting with 30 computers. Additional training. Additional workbooks - a set for students to share as partners.

Part II. Use of Instructional Technologies

5. To what extent did your students use instructional technologies?

(Circle one for each technological tool)	3 = Most of the Time	2 = Some of the Time	1 = Seldom	0 = None of the Time

✶ *0 = Rating with highest frequency*

	CCC	Internet	Other Software Courseware	Other Technologies (e.g. video, laser discs, etc.)
in curriculum areas?				
A. Reading	3 ② 1 0	3 ② 1 0	3 ② ① 0	③ 2 1 ⓪
B. Mathematics	③ ② 1 0	3 ② 1 0	3 2 ① 0	3 2 ① ⓪
C. Science	3 2 1 ⓪	3 ② 1 0	3 2 ① 0	3 2 ① ⓪
D. Social Studies	3 2 1 ⓪	3 ② 1 0	3 ② ① 0	③ 2 1 ⓪
E. Reference Skills	3 2 ① 0	3 ② 1 0	③ ② 1 0	3 ② ① ⓪
in instructional activities?				
F. Classroom lessons	3 ② ① 0	3 ② 1 0	3 2 ① 0	3 ② 1 ⓪
G. Special assignments/ reports	3 ② 1 0	3 ② 1 0	③ ② 1 0	3 2 1 ⓪
H. Homework assignments	3 2 ① 0	3 ② 1 0	3 2 ① 0	3 2 1 ⓪
I. Projects	3 ② 1 0	3 ② 1 0	3 ② ① 0	③ 2 1 ⓪

6. How much of the time were all three computers in your classroom operational (could be used by students) during the whole instructional day? (Check One)

5 Most of the Time	1 Seldom
3 Some of the Time	0 None of the Time

7. Describe how you would change/improve the process for integrating technological tools in instructional activities.

See Report, Page 17

Part III. Appropriateness of the CCC Courseware

8. How appropriate was the CCC courseware for the instructional needs of the students in your classroom (content, ability levels, lesson objective, etc.)? (Check one for each course)

	Reader's Workshop	Math Concepts and Skills
Appropriate for all of my students	3	2
Appropriate for most of my students	2	4
Appropriate for some of my students	3	2
Not appropriate for any of my students	0	0

9. How did the functional levels of your students in the CCC courseware (average at end of IPM) compare with their instructional levels in the classroom? (Check one for each course)

	Reader's Workshop	Math Concepts and Skills
About the same for all of my students	0	0
About the same for most of my students	4	4
About the same for some of my students	4	4
Can not say	0	0

Part IV. Recommendations

10. Provide your recommendations for improving the effectiveness of the CCC Program for the students in your classroom. (Use back of page if needed)

See Report, Page 18

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APPENDIX F
GRADE 6

Atlanta Public Schools
Austin T. Walden International Baccalaureate Middle Years Programme

Computer Curriculum Corporation (CCC) Pilot Project, 1996-97

STUDENT OPINIONS

Number of Students Responding

1. I am a Boy 49 Girl 44 I am in Grade 6 96 Grade 7 ____ Grade 8 ____

2. I did CCC lessons on the computer in: (Check all that are true for you)

63 1st Period	66 3rd Period	4 5th Period	48 7th Period
63 2nd Period	8 4th Period	62 6th Period	4 After School

3. **Before** the CCC Program started, I used the computer:

- 26 1 time each day
- 27 2 or more times each day
- 10 1 to 2 times each week
- 12 3 to 4 times each week
- 16 Did not use the computer

4. **Before** the CCC Program started, I used the computer to:

- 30 solve new math problems
- 21 understand new reading materials
- 20 practice what I learned in class
- 48 find information for a report or project
- 33 write stories, journals, reports
- 15 get worksheets or lessons for homework
- 27 make graphs, banners, designs, special reports
- 47 get information on the Internet
- 2 List other ways you used the computer:

_____

5. **After** the CCC Program started, I used the computer:

- 29 1 time each day
- 23 2 or more times each day
- 8 1 to 2 times each week
- 19 3 to 4 times each week
- 10 Did not use the computer

6. **After** the CCC Program started, I used the computer to:

- 51 solve new math problems
- 40 understand new reading materials
- 26 practice what I learned in class
- 34 find information for a report or project
- 29 write stories, journals, reports
- 20 get worksheets or lessons for homework
- 30 make graphs, banners, designs, special reports
- 35 get information on the Internet
- 1 List other ways you used the computer:

_____

Please turn to the back of this page for more questions.

Developed by
Emma P. Popwell
R&E If - #8713
8/21/97

7. When I did my CCC lessons on the computer: (Check Yes or No for each)

	Reader's Workshop		Math Concepts and Skills	
	Yes	No	Yes	No
A. Most lesson were too easy for me	62	24	60	23
B. Most lesson were about right for me	72	13	67	10
C. Most lesson were too hard for me	21	60	19	55
D. The lessons helped me do better in school	67	11	58	13
E. The lessons made me want to come to school	38	40	28	44

8. If I missed lessons that the class did while I worked on the computer: (Check all of the ways)

54 A. My teacher helped me learn the lessons
27 B. My classmates helped me learn the lessons
52 C. I got worksheets or homework on the lessons
29 D. I learned the lessons in after-school tutoring
17 E. I did not learn the lessons that I missed when I worked on the computer
11 F. I Don't Know

9. On the computer, I know how to: (Check one)

	Always	Most of the Time	Some of the Time	Can Not Do
Sign On and Log Off	56	17	13	5
Use the mouse to move the pointer on the screen	67	15	3	2
Use the keys on the keyboard	68	15	9	-
Get help (such as Question Mark, Owl, Toolbox)	56	17	17	2
Choose the course or program to work in	69	13	5	2
Complete assignments without help from the teacher	65	19	5	-
Get my score at the end of lessons	66	14	6	2
Print what is on the screen	53	11	10	10
Locate information on the Internet	57	15	6	7
Combine words and pictures for a report	50	20	8	6
Use the audio and headset	45	23	10	7
Use the CD-ROM	44	14	11	11
List other _____				

10. Write what you want to tell students at other middle schools about the CCC Program.

See Attachment to this Report

Developed by
Emma P. Popwell
R&E If - #8713
8/21/97

THANK YOU FOR YOUR OPINIONS!

APPENDIX F
GRADE 7

Atlanta Public Schools
Austin T. Walden International Baccalaureate Middle Years Programme

Computer Curriculum Corporation (CCC) Pilot Project, 1996-97

STUDENT OPINIONS

Number of Students Responding

1. I am a Boy 40 Girl 33 I am in Grade 6 ____ Grade 7 73 Grade 8 ____

2. I did CCC lessons on the computer in: (Check all that are true for you)

47 1st Period	7 3rd Period	36 5th Period	17 7th Period
5 2nd Period	32 4th Period	21 6th Period	2 After School

3. **Before** the CCC Program started, I used the computer:

- 20 1 time each day
- 11 2 or more times each day
- 14 1 to 2 times each week
- 16 3 to 4 times each week
- 11 Did not use the computer

4. **Before** the CCC Program started, I used the computer to:

- 22 solve new math problems
- 11 understand new reading materials
- 11 practice what I learned in class
- 20 find information for a report or project
- 19 write stories, journals, reports
- 8 get worksheets or lessons for homework
- 16 make graphs, banners, designs, special reports
- 31 get information on the Internet
- 4 List other ways you used the computer:

_____

5. **After** the CCC Program started, I used the computer:

- 15 1 time each day
- 19 2 or more times each day
- 11 1 to 2 times each week
- 16 3 to 4 times each week
- 8 Did not use the computer

6. **After** the CCC Program started, I used the computer to:

- 45 solve new math problems
- 31 understand new reading materials
- 13 practice what I learned in class
- 11 find information for a report or project
- 16 write stories, journals, reports
- 10 get worksheets or lessons for homework
- 11 make graphs, banners, designs, special reports
- 14 get information on the Internet
- 4 List other ways you used the computer:

_____

Please turn to the back of this page for more questions.

Developed by
Emma P Popwell
R&E If - #8713
8/21/97

7. When I did my CCC lessons on the computer: (Check Yes or No for each)

	Reader's Workshop		Math Concepts and Skills	
	Yes	No	Yes	No
A. Most lesson were too easy for me	46	17	42	23
B. Most lesson were about right for me	49	12	49	12
C. Most lesson were too hard for me	14	45	21	40
D. The lessons helped me do better in school	45	12	52	11
E. The lessons made me want to come to school	20	37	25	36

8. If I missed lessons that the class did while I worked on the computer: (Check all of the ways)

37 A. My teacher helped me learn the lessons
22 B. My classmates helped me learn the lessons
30 C. I got worksheets or homework on the lessons
11 D. I learned the lessons in after-school tutoring
8 E. I did not learn the lessons that I missed when I worked on the computer
9 F. I Don't Know

9. On the computer, I know how to: (Check one)

	Always	Most of the Time	Some of the Time	Can Not Do
Sign On and Log Off	39	11	6	4
Use the mouse to move the pointer on the screen	53	6	2	3
Use the keys on the keyboard	50	7	4	2
Get help (such as Question Mark, Owl, Toolbox)	30	14	16	3
Choose the course or program to work in	39	12	6	2
Complete assignments without help from the teacher	35	16	9	3
Get my score at the end of lessons	47	7	7	3
Print what is on the screen	30	12	2	17
Locate information on the Internet	30	7	12	14
Combine words and pictures for a report	27	14	8	12
Use the audio and headset	31	9	12	10
Use the CD-ROM	24	10	7	18

List other _____

10. Write what you want to tell students at other middle schools about the CCC Program.

See Attachment to this Report

Developed by:
Emma P. Popwell
R&E II - #8713
8/21/97

THANK YOU FOR YOUR OPINIONS!

APPENDIX F
GRADE 8

Atlanta Public Schools
Austin T. Walden International Baccalaureate Middle Years Programme

Computer Curriculum Corporation (CCC) Pilot Project, 1996-97

STUDENT OPINIONS

Number of Students Responding

1. I am a Boy 37 Girl 39 I am in Grade 6 ____ Grade 7 ____ Grade 8 77

2. I did CCC lessons on the computer in: (Check all that are true for you)

28 1st Period	29 3rd Period	18 5th Period	1 7th Period
30 2nd Period	27 4 th Period	0 6th Period	0 After School

3. **Before** the CCC Program started, I used the computer:

- 21 1 time each day
- 18 2 or more times each day
- 17 1 to 2 times each week
- 9 3 to 4 times each week
- 12 Did not use the computer

4. **Before** the CCC Program started, I used the computer to:

- 13 solve new math problems
- 12 understand new reading materials
- 11 practice what I learned in class
- 31 find information for a report or project
- 19 write stories, journals, reports
- 8 get worksheets or lessons for homework
- 22 make graphs, banners, designs, special reports
- 51 get information on the Internet
- 2 List other ways you used the computer:

_____

5. **After** the CCC Program started, I used the computer:

- 18 1 time each day
- 24 2 or more times each day
- 14 1 to 2 times each week
- 14 3 to 4 times each week
- 6 Did not use the computer

6. **After** the CCC Program started, I used the computer to:

- 36 solve new math problems
- 32 understand new reading materials
- 22 practice what I learned in class
- 15 find information for a report or project
- 18 write stories, journals, reports
- 9 get worksheets or lessons for homework
- 19 make graphs, banners, designs, special reports
- 37 get information on the Internet
- 1 List other ways you used the computer:

_____

Please turn to the back of this page for more questions.

Developed by
Emma P. Popwell
R&E II - #8713
8/21/97

7. When I did my CCC lessons on the computer: (Check Yes or No for each)

	Reader's Workshop		Math Concepts and Skills	
	Yes	No	Yes	No
A. Most lesson were too easy for me	58	14	42	22
B. Most lesson were about right for me	53	15	47	19
C. Most lesson were too hard for me	6	62	16	46
D. The lessons helped me do better in school	59	10	55	11
E. The lessons made me want to come to school	26	41	24	36

8. If I missed lessons that the class did while I worked on the computer: (Check all of the ways)

40 A. My teacher helped me learn the lessons
29 B. My classmates helped me learn the lessons
38 C. I got worksheets or homework on the lessons
13 D. I learned the lessons in after-school tutoring
5 E. I did not learn the lessons that I missed when I worked on the computer
10 F. I Don't Know

9. On the computer, I know how to: (Check one)

	Always	Most of the Time	Some of the Time	Can Not Do
Sign On and Log Off	55	8	5	4
Use the mouse to move the pointer on the screen	64	5	1	1
Use the keys on the keyboard	61	5	4	0
Get help (such as Question Mark, Owl, Toolbox)	49	14	7	1
Choose the course or program to work in	57	11	3	0
Complete assignments without help from the teacher	49	12	8	1
Get my score at the end of lessons	61	8	2	2
Print what is on the screen	49	9	9	4
Locate information on the Internet	51	12	5	3
Combine words and pictures for a report	37	11	15	8
Use the audio and headset	46	9	7	9
Use the CD-ROM	36	7	9	6

List other _____

10. Write what you want to tell students at other middle schools about the CCC Program.

See Attachment to this Report

Developed by
Emma P. Popwell
R&E If - #8713
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THANK YOU FOR YOUR OPINIONS!

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